

Implementation of Teacher Development Policy In Increasing The Quality of State Aliyah Madrasah In Langkat District

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ABSTRACT

This study seeks to reveal and analyze the following: 1) What is the formulation of teacher development policy planning in improving the quality of public Madrasah Aliyah in Langkat Regency? 2) How is the process of implementing teacher development policies in improving the quality of State Aliyah Madrasahs in Langkat Regency communicated? 3) How do stakeholders support the implementation of teacher development policies in improving the quality of State Aliyah Madrasahs in Langkat Regency? This study employs a multisite qualitative method, with data collection techniques such as interviews, observation, and document studies, while the researcher refers to the data validity standard proposed by Lincoln and Guba, which consists of credibility, transferability, dependability, and confirmability, to strengthen the validity of the data findings and the authenticity of the research. The findings of this study show that: 1) Madrasa heads implement teacher development policies to improve the quality of Madrasahs through teacher professional development programs such as: Teacher qualification improvement programs or advanced study programs, Equalization and Certification Programs, Competency-based Integrated Training Programs, and Supervision Programs; and 2) The process of communication in implementing teacher development policies to improve the quality of Madrasahs. The implementation of teacher development policies to improve quality must also be accompanied by good commitment from all madrasah members, including teachers, and high awareness, as well as organizing an efficient bureaucracy, making the vision and mission of madrasahs the basis for the development and development of madrasah culture, and good managerial activities and innovative; 3) Stakeholder support in implementing teacher development policies to improve Madrasah quality. The madrasah committee, local government, parents of students, and the surrounding community, who are very good at assisting policies in accordance with the direction of development, supporting all activities carried out by the madrasah; and 4) The teacher development model in improving the quality of State Madrasah Aliyah in Langkat Regency is reflected through activities to improve coordination between madrasah heads, Head of Madrasah Education

Keywords: Implementation of Teacher Development Policy and Madrasah Quality Improvement.

A. INTRODUCTION

Human resource management (HR) is a technique or procedure related to the effective and efficient management and utilization of school/madrasah or agency (HR) personnel, both educational staff and administrative staff, in these educational institutions (Burhanudin et al, 2010). Almost entirely, the Aliyah Negeri Madrasah in Langkat Regency has a conducive and quiet learning environment, all teachers in this Madrasah have Bachelor qualifications (S1), and approximately 30% have achieved Masters (S2), and this Madrasah has easy access. information Technology. Development is a process that assists the workforce in forming, improving, and changing their knowledge, skills, attitudes, and behavior so that they can achieve certain standards in accordance with what is required by their position. The development of human resources can be divided into two categories: macrodevelopment of human resources and microdevelopment of human resources. Human resource development (HRD) on a macro level is a process of increasing the quality or ability of humans in order to effectively achieve a development goal, whereas HRD for educators and education staff is carried out on a micro level, namely within the scope of an organization, agency, or institution, both government and private (Notoadmojo, 2009).

The position of teacher is a profession, which means that it requires special expertise as a teacher and cannot be performed by anyone outside of the field of education (Hamzah, 2008). Professional teachers are well educated, well trained, and have extensive experience in their field. A professional teacher must meet a number of minimum requirements, including: adequate professional education qualifications, scientific competence in the field in which he practices, the ability to communicate effectively with his students, a creative and productive spirit, a work ethic and a strong commitment to their profession, and the ability to constantly improve oneself through professional organizations, the internet, and b Another fact to consider in this regard is that there are still many teachers who are not qualified to teach. According to data, as many as 912,505 teachers out of approximately 2.6 million teachers in Indonesia are considered incompetent to teach. There are 605,217 elementary school teachers, 167,643 junior high school teachers, 75,684 high school teachers, and 63,962 vocational teachers in the system.

Furthermore, 15% of teachers were found to be teaching outside of their area of expertise or field of study. The results of the Teacher Competency Test (UKG) demonstrate this lack of teacher competency. In UKG, which only measures two of the four basic teacher competencies, it is clear that only 6%, or more than 2.6 million teachers, have passed and do not require additional training. When the teacher's CPNS selection data was opened, some prospective

teachers could only answer 1 correct out of 40 questions, while others could only answer 5 correct out of 100 selection questions (Edupost, 2016). Of course, this is not good news for our great country.

Some of the factors impeding education in Indonesia include the teacher's workload, the teacher's need to think about things other than the learning process, the teacher's need to think about student graduation on the national exam, and the teacher's need to prepare so many learning tools.

The head of the madrasa, as an educator, supervisor, and motivator, must provide coaching to the teachers in the madrasa he leads because the human factor is the central factor that determines the entire movement of an organization's activities, regardless of how sophisticated the technology used (Suharsimi, 2010). Professional development is the consistent, tenacious, and unwavering effort of a teacher and supervisor to maximize his ability to identify and solve problems and strengthen educational progress, particularly in the madrasah where he is assigned. Both for institutional development, student curriculum, teachers, methodology, media, funding, evaluation, student-parent collaboration, and the community environment (Trianto, 2010). The current demands for change also motivate the importance of teacher competency development. Changes in the twenty-first century bring with them a slew of complex issues. The problems that humans face in the twenty-first century, such as global warming, the global economic crisis, terrorism, racism, human trafficking, a lack of multicultural awareness, disparities in educational quality, and so on. This period was also marked by increasingly intense competition between countries and nations in a variety of fields. All of these issues indicate that, in order to welcome the twenty-first century, a maturity of preparation is required, both conceptually and practically, in order to form superior human resources. The capabilities and competencies required to greet the twenty-first century are those that are integrated with information technology. Information dimensions, communication dimensions, and ethical and social dimensions are all part of these abilities and competencies (Febri, 2019).

B. LITERATURE REVIEW

Teacher Development

Educators are members of the educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations based on their specialty, and who participate in the organization of education. Meanwhile, the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers states that

teachers are educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary education. An educator or teacher is someone who is qualified to educate and who participates in the organization of education with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, basic education, and secondary education.

Education is a deliberate effort that is intended to achieve a specific goal. The goal of education is to improve the quality of human resources. The learning process in schools is one of the efforts to improve the quality of human resources. 2001:31 (Depdiknas). The main duties and responsibilities of a teacher/teaching are, according to Rohani and Ahmadi (2000: 1), to manage teaching in a more effective, dynamic, efficient, and positive manner, which is characterized by awareness and active involvement between the two teaching subjects, the teacher as the initial initiator and directors and mentors, while students experience and are actively involved in obtaining self-change in teaching.

Because the teacher directly seeks to influence and develop students' abilities to become intelligent, skilled, and moral human beings, the teacher is the spearhead of education. Teachers must have the fundamental skills required of educators and teachers as the spearhead. Sudjana (2004): 2.

According to Roestiyah (2002:48), a teacher must be able to generate enthusiasm for individual learning. Each child differs in experience and other personal characteristics, allowing them to give children the freedom to develop their thinking abilities and be full of initiative and creativity in their work. Teachers and lecturers must be capable of educating the nation's life and improving the quality of Indonesian people who are faithful, pious, and of noble character, as well as mastering science, technology, and the arts, in order to create an advanced, just, prosperous, and civilized society based on Pancasila and the State Constitution. In 1945, Indonesia became the Republic of Indonesia. Professional education provides teachers with pedagogical competence, personal competence, social competence, and professional competence. Concerning the development of teacher competencies as prescribed by the laws of the Republic of Indonesia:

- 1) Pedagogic Competence. Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is the ability to manage student learning. The ability to manage student learning, the indicators are: a) Understanding of insights or educational foundations, b) Understanding of students, c) Curriculum/syllabus development, d) Learning planning, e) implementation of educational and dialogic

learning, f) Utilization of learning technology , g) Evaluation of learning processes and outcomes, and h) Development of students to actualize their various potentials. (Syafaruddin and Ramadhan Lubis, 2021:36).

- 2) **Personality Competence.** Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, personality competence is a strong personality ability, has noble character, is wise and authoritative and becomes a role model for students. Personal competence has personality traits that have indicators: a) Noble character, b) Wise and wise, c) Steadfast, d) Authoritative, e) Stable, f) Mature, g) Honest, h) Being a role model for students and the community, i) Objectively evaluating one's own performance, and j) Willing and ready to develop oneself in an independent and sustainable direction.
- 3) **Social Competence.** Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. With indicators a) Communicating verbally, in writing, and/or gestures, b) Using communication and information technology functionally, c) Associating effectively with students, fellow educators, education staff, heads of educational units, parents/guardians of students, get along politely with the surrounding community by heeding the prevailing norms and value systems, d) Implementing the principles of true brotherhood and shared spirit.
- 4) **Professional Competence.** Explanation in Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is the ability to master subject matter broadly and in depth. With indicators a) Mastery of subject matter broadly and in depth according to standard content of educational unit programs, subjects, and/or subject groups to be taught, b) Concepts and methods of scientific, technological or artistic disciplines that are conceptually relevant to overshadow or coherent with educational unit programs, subjects, and or groups of subjects to be taught.

Teacher Development Policy

Human resource development goals are closely related to organizational or institutional goals, so strategic plans that are used as programs designed are also always closely related to various changes that surround the institution. The purpose of developing human resources as stated by Terry Anona and Prastya (2016: 12) is to improve the ability to think scientifically,

quality of work, skills and knowledge of human resources in accordance with the wishes that have been planned by the institution.

Development of human resources is an absolute must for an organization including elementary schools in facing the demands of current tasks and especially in responding to future challenges. (Siagian, 1996:182). There are two main objectives in this regard. First, development is carried out to close the "gap" between the teacher's skills or abilities in learning. Second, the program is expected to improve the efficiency and effectiveness of employees in achieving the set work goals. (Handoko, 1998:103). So that the development of human resources in an institution means an increase in the technical capabilities, thinking skills, and managerial abilities of human resources that can encourage the development and progress of the institution. (Suwatno and Priansa, 2014: 105).

According to Sutrisno (2012: 7-8) put forward the goals of human resource management, as follows: (1) Give management consideration in making HR policies to ensure that the organization has motivated and high-performing workers, workers who are always ready to cope with change and meet legal work obligations, (2) Implement and maintain all HR policies and procedures that enable the organization to achieve its goals, (3) Assist in the overall development of the organization and strategy, particularly with regard to HR implications, (4) Provide support and conditions that will help line managers achieve goals, (5) Handle various crises and difficult situations in employee relations to ensure that they do not hinder the organization in achieving its goals, (6) Provide a medium of communication between workers and organizational management., (7) Act as standard keepers organizational and values in HR management.

In more detail, Ulfatin and Triwiyanto (2016:139-140) emphasize that the goals of developing human resources can be described from the lowest to the highest, namely as follows: (1) increasing individual abilities (personal growth), (2) increasing compensation indirectly (indirect compensation), (3) increasing the quality of results (quality), and (4) increasing organizational productivity (productivity).

Every madrasa education organization or institution sets certain goals to be achieved in the management of its resources including human resources. The objectives of HR generally vary and depend on the stages of development that occur in each organization. In the end, HR development enables individuals or institutions to produce maximum output through minimal investment of unlimited resources. It can be concluded that the objectives of human resource development are: (1) To improve the effectiveness and efficiency of work in carrying out and achieving the work program targets that have been set, (2) To improve the quality and

productivity of work, (3) To increase professionalism, (4) To increase personal development, (5) To increase achievement to the fullest.

C. METHODS

This study employs multi-site qualitative data collection techniques such as interviewing, observation, and document studies. The research data is analyzed using the steps proposed by Miles and Huberman (1994), which include data reduction, data presentation, and conclusions. The researcher refers to the use of data validity standards proposed by Lincoln and Guba (1985) to strengthen the validity of the data findings and research authenticity. These standards include credibility, transferability, dependability, and confirmability.

D. RESULTS AND DISCUSSION

Teacher Development Policy in Improving the Quality of State Madrasah Aliyah in Langkat District.

Teacher development policies in improving the quality of Madrasahs are carried out by madrasa heads through teacher professional development programs, namely: Teacher qualification improvement programs or advanced study programs, Equalization and Certification Programs, Competency-based integrated training programs, and Supervision programs. Regarding the efforts made by the head of the madrasa in improving the quality of the madrasa, they are: 1) Ensuring that all activities are in accordance with content standards; 2) Achieve graduation standards; 3) Ensure the educational process is in accordance with the standard educational process; 4) Tendik management must comply with management standards; 5) Carry out the assessment process; 6) Effectiveness and efficiency in financing, 7) Development of sources of funds and facilities - infrastructure including submitting assistance to the government, donations from student guardians and the Friday infaq movement, 8) Teachers must comply with administration and have great and quality motivation and pedagogy, become teachers who are time disciplined, 9) Development of teachers in improving the quality of Madrasah Aliyah through MGMP, Inviting experts (from education and training centers), Making programs and policies related to the quality of madrasahs, Attending training, Attending seminars, Reading a lot of literature or journals, Maintaining good relations with supervisor. Those involved in formulating teacher development policies in improving the quality of Madrasahs are the Madrasah Head, Deputy Madrasah Head, KTU, Treasurer, committee, teachers, students, student guardians, madrasa supervisors, and the community.

Communication of the Implementation Process of Teacher Development Policy in Improving the Quality of Public Madrasah Aliyah in Langkat District.

The process of communication in the implementation of teacher development policies in improving the quality of State Madrasah Aliyah in Langkat Regency is through routine communication internally and externally through meetings. The implementation of teacher development policies in improving quality must also be accompanied by good commitment from all madrasah members, including teachers and high awareness, organizing an efficient bureaucracy, making the vision and mission of madrasahs the basis for the development and development of madrasah culture and good managerial activities and innovative. This finding is in line with that stated by Sabatier and Mazmanian in Sudiyono (2007:93-97) which states that policy decisions can be implemented optimally if they meet various implementation requirements, one of which is the need for strong coordination or communication between various implementing agents or institutions.

The implementation of this teacher development policy also requires high commitment from madrasah members, including teachers. Commitment is very important for teachers to have. The depth of the teacher's commitment can measure the amount of consistency and responsibility, whether in conditions that are easy or difficult, happy or difficult, light or heavy. Without commitment, there will be no consistency. Teachers who have high motivation will remain committed to being a motivator for learning in class so that students feel interested in exploring the material presented by the teacher communicatively.

Commitment is a promise made in the heart to do something as it should. Commitment is determination and good intentions that come from the bottom of the heart to do something as much as possible. Determination means a strong will based on the awareness that what is going to be done is very important for the development of oneself and others. Commitment is rooted in sincere and sincere intentions, without coercion from others. In essence, commitment is a desire or aspiration that is actually carried out as expected.

Improving the quality of education delivery in madrasahs is also influenced by teacher competence. However, all the competencies possessed by the teacher will mean nothing if they are not accompanied by a strong commitment. Competence will not be of value if there is no teacher's intention or commitment to make it happen in the form of real action. A teacher who has adequate competence but lacks commitment is like a car that doesn't have gasoline so it can't run. Without a strong commitment, competence will become barren, unproductive and will not produce anything meaningful.

Academic ability and high rank, as well as sufficient experience is of no use, if the teacher does not have a strong commitment to implement it. Many teachers are experienced and have adequate academic qualifications but are unable to improve their performance. As a result, these teachers do not have the power of innovation and creativity towards ideal learning. Conversely, commitment alone is not enough, but must be in line and balanced with competence. Teachers who are committed but do not have adequate competence, also cannot act proportionally and professionally. A professional teacher will materialize if he is able to build a strong commitment within himself to apply the competencies he has. Therefore, between commitment and competence cannot be separated. Competence and commitment must combine to produce professional teachers.

Building a teacher's commitment is not an easy thing, as easy as turning the palm of the hand. Commitment comes from the heart and is abstract, we can only observe the symptoms. However, that does not mean commitment cannot be grown. Commitment can be grown and built in a teacher with intrinsic motivation.

Building commitment with intrinsic motivation means growing commitment based on self-awareness, without outside influences. Commitment grows based on the promptings of conscience. A teacher will be motivated after doing meditation or meditation. He contemplates why he chose to become a teacher, whether it was the umpteenth choice or the first choice, whether he really loves his profession. Has he carried out the teaching profession proportionally, as expected and whether a teacher has carried out his functions totally or only partially.

With a strong commitment, teachers will continue to progress. This is the driving force to be able to change their perceptions and performance towards innovative and creative actions to produce quality graduates. Commitment is the strength to carry out the determination to carry out tasks that are more meaningful and useful for students.

The communication process in implementing teacher development policies in improving the quality of Madrasahs also requires organizing an efficient bureaucracy. Factors that lie in the implementing organizational system, namely concerning the system network, the hierarchy of authority for each role, the model of work distribution, the leadership style of the organizational leader, the rules of the organization, the targets for each stage set, the monitoring model that is commonly used, and evaluation selected (Arif Rohman 2009: 147-149). The bureaucratic structure in the implementation of teacher development policies is in accordance with the standard structure that already exists in the Langkat District Public Madrasah Aliyah.

Each position has different main tasks and functions (tupoksi) with the flow of communication, coordination and instructions in accordance with the existing structure.

Making the vision and mission of madrasas the basis for development, including the development of teachers in quality improvement, is important, considering that vision and mission are the ideals and directions desired by madrasas, including the desire for the quality of teacher development. For this reason, the head of the madrasa and all madrasa residents should make the vision and mission of the madrasa as signs that must be followed and then reflected in the culture of the madrasa.

Conditions that support the implementation of teacher development policies to improve the quality of madrasas are also inseparable from the good and innovative managerial activities of policy actors. Policy actors must have managerial and political skills and commitment to the goals to be achieved (Sudiyono, 2007: 90-100). In managerial activities, the implementation of the madrasa principal's policy controls, namely by ensuring that all structures carry out their main tasks and functions properly. For the managerial activities of teachers in the classroom by innovating the learning methods used according to the conditions of each class.

Stakeholder Support for Implementation of Teacher Development Policy in Improving the Quality of State Aliyah Madrasas in Langkat district

Stakeholder support for implementing teacher development policies to improve Madrasah Aliyah quality is adequate. The madrasah committee, local government, student guardians, and the surrounding community are all stakeholders who play a role in assisting policies in accordance with the direction of development and supporting all activities carried out by the madrasa.

Stakeholder support can also be seen in activities to improve teacher competency, as well as financial support, curriculum, and infrastructure. Not only that, but they must collaborate in developing policies and deliberating on all decisions and activities to be carried out.

Teacher Development Model in Improving the Quality of Public Madrasah Aliyah in Langkat Regency

The teacher development model is reflected in activities to improve coordination between madrasah heads, Head of Madrasah Education in designing strategic plans for teacher activities in improving teacher competence by holding various activities aimed at teachers,

providing opportunities for continuing education, and building teacher commitment and discipline.

In accordance with these findings, Gaffar (1987) emphasized that efforts to foster and develop teacher professionalism can be carried out through a variety of means, including: (1) providing opportunities for in-service education and training, (2) providing regular coaching programs, and (3) preparing teacher academic forums, in addition to supervision activities. The goal of this teacher development activity is to improve teacher quality so that teachers can carry out their duties and responsibilities more professionally. The purpose of this activity is to increase the number of professional teachers.

E. CONCLUSION

Based on the findings and discussion of the research that has been presented by the researcher in accordance with the focus or formulation of the research at Madrasah Aliyah Negeri Langkat Regency, various conclusions and theoretical and practical implications can be drawn, namely:

1. Teacher development policies in improving the quality of Madrasahs are carried out by madrasah heads through teacher professional development programs, namely: Teacher qualification improvement programs or advanced study programs, Equalization and Certification Programs, Competency-based Integrated Training Programs, and Supervision Programs.
2. The process of communication in the implementation of teacher development policies in improving the quality of public Madrasah Aliyah in Langkat Regency through routine communication internally and externally through meetings. The implementation of teacher development policies in improving quality must also be accompanied by good commitment from all madrasah members, including teachers and high awareness, organizing an efficient bureaucracy, making the vision and mission of madrasahs the basis for the development and development of madrasah culture and good managerial activities and innovative.
3. Stakeholder support in implementing teacher development policies to improve the quality of Madrasah Aliyah is quite adequate. Stakeholders who play a role are the madrasah committee, local government, student guardians and the surrounding community, who are very good at assisting policies in accordance with the direction of development, supporting all activities carried out by the madrasah.

4. The teacher development model in improving the quality of State Madrasah Aliyah in Langkat Regency is reflected through activities to increase coordination between madrasa heads, Head of Madrasah Education in designing teacher activity strategy plans in improving teacher competency by holding various activities aimed at teachers, providing opportunities to continue education, and building teacher commitment and discipline.

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